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ABSTRACT

This teacher's guide contains short-term activities aimed at expanding K-6 grade students' awareness of attitudes concerning traditional sex-role stereotyping. Subject areas are language arts, social studies, career education, mathematics, and physical education. Activities are divided into 10-20 minute, 20-40 minute, and 40 minute plus activities. Each activity lists objectives and teacher and student instructions. Sample titles include "Are Hammers Just for Men or Are They for People?", "Time Capsule Letter," and "Research Project - Favorite Television Programs." The appendix includes definitions of such terms as work, role, and skill; fourteen facts on women workers; and listings of supplementary resources such as bibliographies, pamphlets, books, films, multi-media kits, records, and games. (CT)

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# The Yellow, Blue and Red Book

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Contributors:

Students and staff
of the
Highline School District

Project Equality
Title III, ESEA

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A collection of short-term activities developed by and for teachers, K-6, to help expand students' awareness of traditional sex role stereotyping.

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# INTRODUCTION

THE YELLOW, BLUE AND RED BOOK is divided into time sections for your convenience. Within each time section there are short-term activities which have been developed by and for teachers to help expand students' awareness of attitudes concerning traditional sex-role stereotyping. The activities are designed to be used independently or in a selected sequence by the educator. Each activity card indicates the subject area(s), the suggested grade levels, and the objectives for the activity. THE YELLOW, BLUE AND RED BOOK can serve as a springboard for additional activities in the classroom which aid and enrich the development of the students' self-concept and expand their options for full participation in the present and the future.

THE YELLOW, BLUE AND RED BOOK is intended to be a growing piece of curriculum material which the local educator will add to as new commercial or teacher-developed materials are available. Pertinent articles and local resources can easily be placed in the appropriate sections of the three-ring binder.

Equity education attempts to provide students with viable options for growth and development of their unique skills and abilities. Tracking students by sex impedes and restricts the occurrence of such growth and has no place in the educational process. As educators, our goal is to encourage and facilitate students to reach their full potential. Look carefully at the manner in which learning experiences are provided for all students in the classroom; consciously or unconsciously, students are restricted on the basis of sex and this inhibits the attainment of our goal.

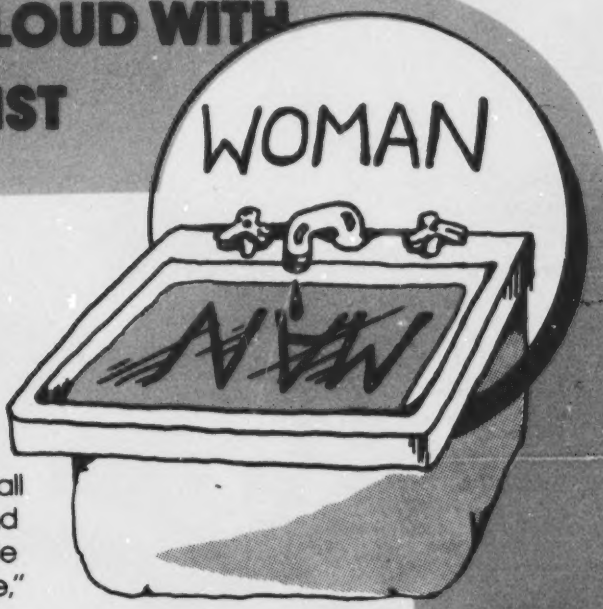
I know I have value
just because I am me.
I grow each day with my skills
and increase my ability.

To unite my value with others
for the mutual benefit of all,
Unlock the door of the classroom
so I can answer the call.

LANGUAGE ARTS
Grades K-6
10-20 Minute Activity

# READING ALOUD WITH A NEW TWIST





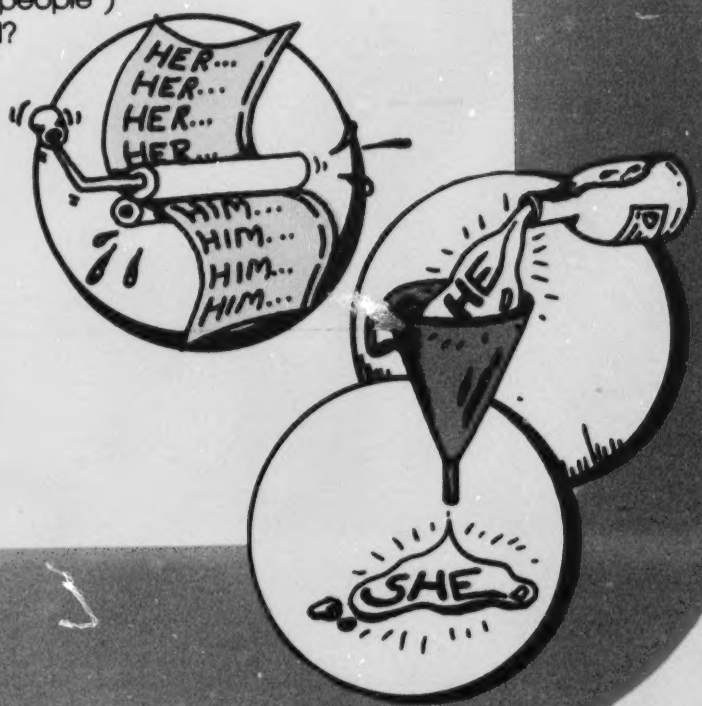

**OBJECTIVES:**
1. to increase reading and listening skills
2. to increase vocabulary
3. to decrease sex role stereotyping

**ACTIVITY**

Select a story to read aloud to the class. The person reading the story is instructed to change all male pronouns and words to female pronouns and words, and all female pronouns and words to male pronouns and words, i.e., instead of "he" read "she," instead of "Jane" read "John." In many cases the students listening may feel the story sounds different. The teacher should note laughter or other nonverbal cues. Once the story is completed, a discussion using the following questions should be held. It will aid the class to think about the skills, abilities, characteristics, roles and attributes ascribed to people on the basis of sex alone.

1. What was the main theme of the story?
2. Did the story sound different?
3. Was the meaning of the story changed by reversing the words?
4. Why don't we use the female pronouns to mean all people? Could we?
5. Are there some neutral terms that could be used to replace the use of male terms? ("human," "individual," "people")
6. Should new pronouns be established?

This activity can be repeated from time to time to maintain awareness of the words we use and read.



LANGUAGE ARTS
Grades 5-6, Adapt for 3-4
10-20 Minute Activity

# WATCH YOUR LANGUAGE



OBJECTIVES:
1. to become more conscious of language connotation
2. to decrease sex role stereotyping

**SEX ROLE STEREOTYPING**–is the unquestioned and unchallenged assumption by an individual or a group that certain actions, abilities, interests, behavioral traits, etc., are natural and innate to one sex, but not the other.

Language is a reflection of our thoughts and values, and a powerful tool in the learning process. The use of sex role stereotyping in language is referred to as SEXIST LANGUAGE. Sexist language can be identified when the language narrows participation or reference on the basis of sex. The following could be considered sexist language:

A MAN OF THE PEOPLE
ALL MEN ARE CREATED EQUAL
A ONE-MAN SHOW
A MAN FOR ALL SEASONS
A TWELVE-MAN TEAM
A MAN-ON-THE-STREET INTERVIEW
ONE MAN, ONE VOTE
THE MAN FOR THE JOB

Many of these terms evolved when women did not share in all aspects of life; however, that is certainly not the case today, nor does it fit into projections for the future.

ACTIVITY

Select two generic traditional terms or phrases from the list above or another source and list them on the board. Ask students individually or in groups to write down as many other ways as they can think of to state the concept expressed by the term or phrase on the board. Have the students report back to the class their alternative wording and list these on the board. Have students explain their new choice of words.

This activity can be repeated from time to time to increase the students' awareness of the words they use and the words that are used around them.

LANGUAGE ARTS
CAREER EDUCATION
Grades 3-6
10-20 Minute Activity

# YOUR ABILITIES BECOME SKILLS WITH TRAINING AND PRACTICE



OBJECTIVES:
1. to increase vocabulary
2. to become aware that each student has multiple abilities
3. to decrease sex role stereotyping

A student's development is often aided by the discovery of existing abilities and skill potential. Provide the opportunity for students to: (1) learn what abilities and skills are, (2) learn to recognize abilities and skills in themselves and others, and (3) discover how best to utilize their abilities and skills for their own growth and development. By returning to this activity from time to time, the concept of ability and skills is reinforced and the students' self-concepts continue to grow in a positive direction as they see their own value and potential. (IT IS IMPORTANT TO NOTE THAT ABILITIES AND SKILLS ARE NOT DEPENDENT ON THE SEX OF THE INDIVIDUAL.)

**What is an Ability?**

Ask students to think about this question because you will need some help to define the word ability. After a few moments, call on a student volunteer to define what she/he thinks the word "ability" means. If no one volunteers, ask a student to look up the work in the dictionary or the thesaurus in order to find the meaning and related words that the class can understand. Write the meaning and some descriptive words on the board.

**Do You Have Abilities?**

Once a meaning and a few descriptive words are on the board, ask the students to think of some abilities they have (i.e., jumping rope, distinguishing one color

from another, threading a needle, reading a book). After a few moments, ask students to share some of their abilities as you write them on the board.

**What Happens to Our Abilities As We Get Older?**
As we get older we learn to do more things with our minds and bodies. We work very hard learning to do certain things until we do them well. As we begin to do things better, our abilities turn into skills. Our abilities and skills continue to grow as we get older.

**Do You Have Abilities and Skills That Adults Have and Use on Their Jobs?**
Go to the list of abilities on the board. Indicate to the students that these can be considered abilities as well as skills if they are done well. What adult jobs could we name that use these abilities and skills? It should be possible to tie ability to a job, i.e., jumping rope indicates physical mobility and relates to carpentry or housepainting, distinguishing one color from another relates to selling rugs or painting cars. Solicit responses from the students and write job titles next to the abilities and/or skills needed.

LANGUAGE ARTS
CAREER EDUCATION
Grades 3-6, Adapt for K-2
10-20 Minute Activity

# STICK FIGURE MYSTERY

5

**OBJECTIVES:**
1. to increase vocabulary
2. to expand occupational perceptions
3. to decrease sex role stereotyping

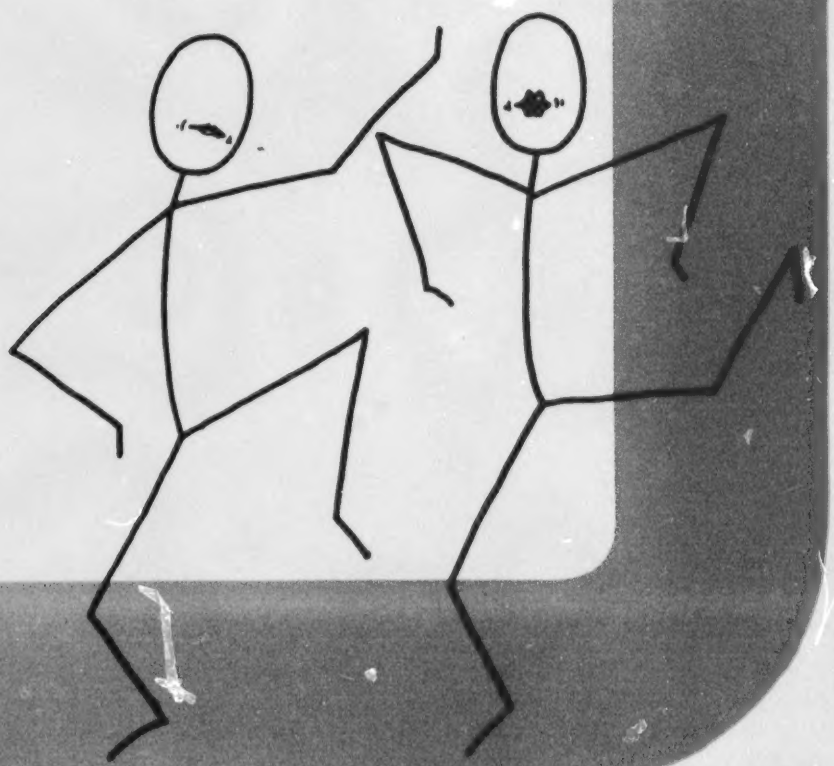
Draw a stick figure on the board (examples on the back of this card).

**ACTIVITY**
Students are instructed to write down a name for the stick figure, the kind of job the figure is doing and three skills required for the job.

Ask for volunteers to share the name they chose, job title, and three skills required for the job.

By writing down the students' selections in two columns, one female response and one male response, it will be apparent to the teacher and class if girls see girls doing traditional girl jobs, and if boys see boys doing traditional boy jobs. If this is the case for many students, the teacher can then take remedial action.

This activity can be repeated over the entire school term using different stick figures. Once the students are accustomed to the format of the activity they can become responsible for providing the stick figure drawings and leading the class discussions.



LANGUAGE ARTS
CAREER EDUCATION
Grades K-6
10-20 Minute Activity

# ARE HAMMERS JUST FOR MEN OR ARE THEY FOR PEOPLE?

6

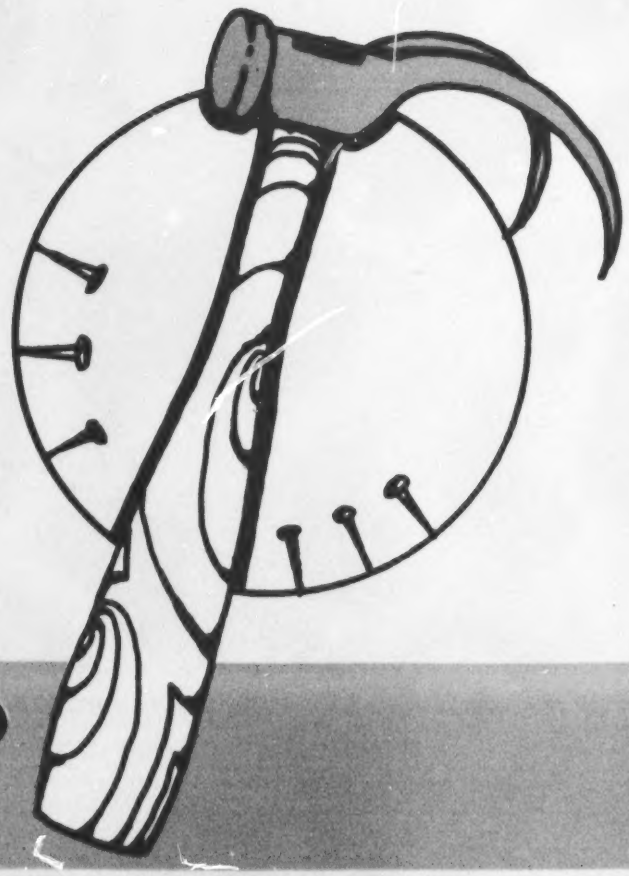
**OBJECTIVES:**
1. to increase vocabulary
2. to expand occupational perceptions
3. to decrease sex role stereotyping

Do people attach a femaleness or maleness to objects? Acquire some common objects: hammer, pancake turner, iron, baby bottle, tape measure, stapler, etc., and keep them on hand for this activity.

**ACTIVITY**

Hold up an object, such as a hammer, and ask the students to think about what this item is and what it could be used for. After a few moments, call for volunteers to name and explain the uses of the item. Ask the students to think of what kind of people would use a hammer in their work. Call on volunteers and list the student responses on the board. Ask the students if females have the abilities and skill to use the hammer in each of the jobs or situations listed on the board, then ask the same question for males.

The outcome of this activity is that students (1) learn the name of the item, (2) learn what the item is used for, (3) learn which workers would use the item, and (4) learn that the item can be used by any person who has the ability and skill to do so, whether male or female.



LANGUAGE ARTS
CAREER EDUCATION
Grades 3-6, Adapt for K-2
10-20 Minute Activity

# GENERIC JOB TITLES

**OBJECTIVES:**
1. to increase vocabulary
2. to expand occupational perceptions
3. to decrease sex role stereotyping

The following definition may be useful in conducting this and other activities in the pak.

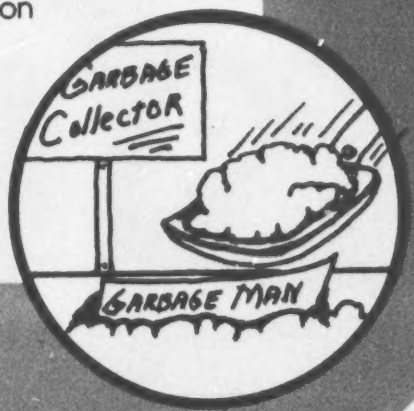
**SEX ROLE STEREOTYPING**–is the unquestioned and unchallenged assumption by an individual or group that certain actions, abilities, interests, behavioral traits, etc., are natural and innate to one sex, but not to the other.

**ACTIVITY**

List "limiting" job title on the board, or on a handout for each student. Ask students to add any additional job titles that depict the sex of the worker to the list. Then ask the class to provide an expanded job title for each limited title listed. Many job titles evolved when women did not share in all aspects of life; however, that is certainly not the case today nor does it fit in with projections for the future. Any job title which incorporates inclusionary language (does not exclude on the basis of sex) is acceptable. The words "worker," "person," "maker," are quite useful in developing inclusionary job titles. This activity will provide information for a good discussion. Some examples of job terminology, limited and expanded:

| Limited | Expanded |
|---|---|
| mailman | letter carrier |
| policeman | police officer |
| garbage man | garbage collector |
| lady (or woman) doctor | doctor |
| lady (or woman) lawyer | lawyer |
| office girl | clerical worker |
| workman | worker |
| saleslady | salesperson |
| salesman | salesperson |

Students in the fifth and sixth grades may wish to consult the current **Occupational Outlook Handbook**, which has removed most generic job titles.



LANGUAGE ARTS
Grades 3-6
10-20 Minute Activity

# PARAGRAPH WRITING

**OBJECTIVES:**

1. to practice paragraph composition
2. to decrease sex role stereotyping

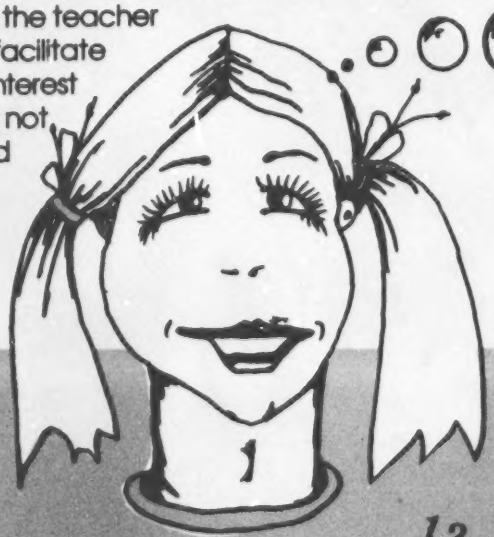
**ACTIVITY**

Have the students complete the phrase for the opposite sex in paragraph form:

Boys: "If I were a girl, I would like to . . ."
Girls: "If I were a boy, I would like to . . ."

Read and discuss the paragraphs. Do the students feel or have they expressed in their paragraphs things they can't do or become because of their sex? For instance if a girl says, "If I were a boy, I would like to climb trees and play baseball." The teacher should ask the student if she does, in fact, climb trees and play baseball? If the answer is "no", the next question should be, "why not?" Does the student have the ability but not the skill or opportunity to either climb a tree or play baseball? Would she like to do these things?

The topic of "What is Sex Role Stereotyping" * would be very helpful and timely during this discussion. If the class has dealt with stereotyping earlier, this activity is a good way to review and reinforce the earlier learning. As a result of this activity, the teacher may want to facilitate the students' interest in some areas not being covered presently.



* Sex-Role Stereotyping is the unquestioned and unchallenged assumption by an individual or a group that certain actions, abilities, interests, behavior traits, etc., are natural and innate to one sex, but not to the other.

SOCIAL STUDIES
CAREER EDUCATION
Adapt for Grades K-6
10-20 Minute Activity

# WITH CONNIE'S ABILITIES SHE COULD LEARN TO BE A PLUMBER

**OBJECTIVES:**
1. to explore human survival skills
2. to expand occupational perceptions
3. to decrease sex role stereotyping

**ACTIVITY**

Read the following questions aloud and tabulate responses by a show of hands. Positive responses to each question are desirable. If the students respond "no" to some of the questions, discuss the reasons for this response. Do some class members feel particular abilities are needed to do a certain job and that these abilities are not "natural" to one sex? It is important to stress that abilities and developing skills are not dependent on being female or male.

| | Yes | No |
|---|---|---|
| 1. Could girls learn how to fix a lamp or change a tire? | ___ | ___ |
| 2. Could boys learn how to cook meals or sew on a button? | ___ | ___ |
| 3. Could girls take out the garbage? | ___ | ___ |
| 4. Could boys learn to wash dishes? | ___ | ___ |
| 5. Could girls put the bikes and yard toys away? | ___ | ___ |
| 6. Could boys learn to vacuum and/or sweep the floors? | ___ | ___ |
| 7. Could girls have trucks to play with? | ___ | ___ |
| 8. Could boys have dolls to play with? | ___ | ___ |
| 9. Could girls be "tomboys?" | ___ | ___ |
| 10. Could boys learn to appreciate art, music and dancing? | ___ | ___ |
| 11. Could a girl be a doctor? | ___ | ___ |
| 12. Could a boy be a nurse? | ___ | ___ |
| 13. Could a girl be a plumber? | ___ | ___ |
| 14. Could a boy be a beautician? | ___ | ___ |

It may be that many in the class already do things 1 through 9. A discussion of skills involved in these activities can lead to the idea that they (the skills) are often needed in the occupations referred to in questions 11 through 14. The teacher can stress the relationship of skills and the idea that **now** is a good time to begin thinking of using and developing skills for life-time occupations.

LANGUAGE ARTS
Adapt for Grades K-6
10-20 Minute Activity

# ROLE MODEL DETECTION IN STORIES

**OBJECTIVES:**
1. to analyze role models in student materials
2. to use reading and listening skills
3. to decrease sex role stereotyping

Do the reading materials offered in your classroom or library present varied role-models that students may aspire to in the future? With this question in mind, set aside a discussion time for the class or a group of students after they have read a story, or the teacher has read a story to them.

**ACTIVITY**

Select discussion questions from the ones below that are appropriate for the time available, material just read and maturity of the students. Keep in mind the diversity of activities and skills that will be needed to meet demands of the 21st Century.

1. Are men and women shown in roles other than parents?
2. Are men pictured doing housework or feeding children?
3. Are some of the workers women? Are females shown in a variety of roles, i.e., carpenter, doctor, photographer?
4. If the story is about animals–What do the male characters do? What do the female characters do? (Are their activities different from the things people do?)
5. Are people of several physical types shown? Are there handicapped people, people with glasses and braces, bald people, fat people, et. al., shown?
6. Are only white people depicted?
7. Are the women and men all standardly attractive? Are some women and men unusual looking?
8. Are the families composed of two parents, a few children and pets? Are there single parent families, single people, extended families, grandparents or couples with no children?
9. Are urban, inner city and apartment settings shown, in addition to suburban and rural settings?
10. Does the woman in the story have a name? Or is she known only as Miss, daughter of, mother of, Mrs., wife of?
11. Count the pictures of females, female characters and references to fe-

males, then do the same for males. (Are these equal?)

12. Do men and women share in activities, for instance, working together in a laboratory, on a home project, camping, etc?
13. Are males and females shown using similar skills in the story?
14. Are both females and males shown caring for themselves as well as others?

Although one book or one story cannot depict all acceptable forms of behavior, the scope of the curricular materials available in the classroom can help develop acceptable and diversified role models for students to emulate. If materials lack a wide spectrum of role models, sincere and lively discussion of other choices and options can compensate for the texts' constricted perspective.

SOCIAL STUDIES
Grades 4-6
10-20 Minute Activity

# WOMEN IN PAST HISTORY

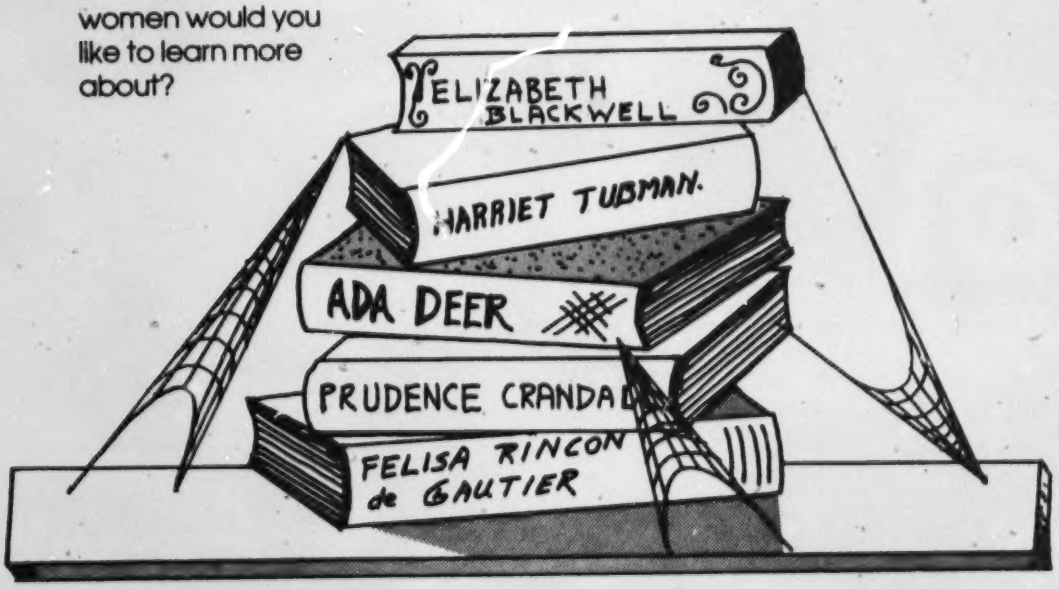


**OBJECTIVES:**
1. to analyze the perspective of the social studies text in relation to women's contributions
2. to promote inquiry of women's participation in history
3. to decrease sex role stereotyping

**ACTIVITY**

After a social studies lesson, or during a social studies period, discuss with the students why more men than women are written about in history books. Suggested discussion topics might include:

1. Why are more men remembered in history books? (because men wrote history; because of historical emphasis on wars, battles and military accomplishments; because men did more things).
2. Check the index to see how many women are listed and how many men are listed.
3. What kinds of women are written about in the textbook? From the index find the page in the textbook and see what the woman is remembered for.
4. Where could a person go to find out what women were doing at different times in our history?
5. Why do you think textbooks do not include more women?
6. What kinds of women would you like to learn more about?



Because women very frequently are omitted from social studies textbooks, it would help student development if supplementary materials were acquired. However, having students question the absence of a large population of the country from the records of history is very important. This could be brought up by the teacher from time to time throughout the year to reinforce the thinking and questioning process that stimulates learning.

ALL KNOWLEDGE AREAS
Grades K-6
10-20 Minute Activity

# LINE-UP FOR EDUCATION



OBJECTIVES:
1. to utilize all available instructional time
2. to orient students to non-sexist ways of grouping people

Line-ups can be used as an illustrative learning tool. You can have the students line up in a fashion that reinforces knowledge they already have or acquire new knowledge. Some examples:

ACTIVITY

**COLORS**–Have students line up by the colors in their clothing. For example: all students wearing primary colors in one line, complementary colors in another line.

**GEOGRAPHICAL DIRECTIONS**–Have students who live south of the school in one line, those who live north of the school in another line.

**ALPHABET**–Have students line up alphabetically, either by last or first names.

**SIZE CONCEPTS**–Have students line up according to size; for instance, height, shoe size, length of hair, etc., to reinforce their concepts of big, small, short, long.

**BIRTHDATES**–Have students line up by month, with all January, February, and March birthdays in one line and other months in the other line.

**WORK**–Have students' lines reflect their personal preferences for specific types of work or working condi-

tions. For example: indoor jobs, outdoor jobs, manual and/or physical strength jobs, jobs that don't require manual dexterity or physical strength, work with people, work with machines, require uniform, do not require uniform.

**EXPERIENCING DISCRIMINATION**–Select some arbitrary trait such as eye color. Have the dark-eyed students form one line and the light-eyed students form another. Give the dark-eyed students preferential treatment all day in all class activities. Reverse the procedure the next day and hold a class discussion on the third day.

**Alternates to Lines–The Mobility Game!**
Tell students they will not form a line or lines. Announce, "When I say 'mobility,' you are all going to get up and move out the door without touching or running ahead of anyone else." It's worth a try occasionally.

**OBJECTIVES:**
1. to become aware of growth and change in oneself
2. to decrease sex role stereotyping

Through this activity the student will observe change in her/his perceptions of self, from two different perspectives, (1) before activities which are aimed at expanding self-concepts not based on sex and (2) after experiencing activities which are aimed at expanding self-concepts not based on sex.

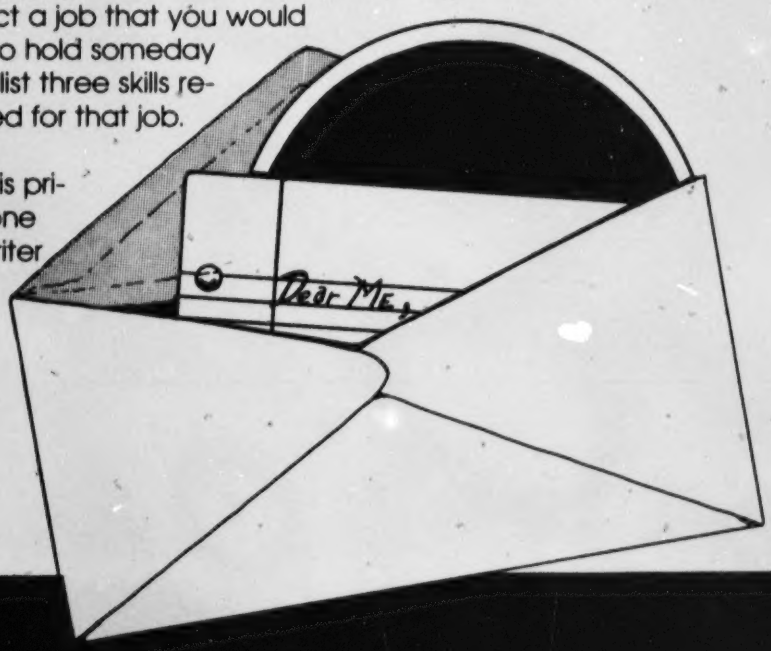
**ACTIVITY**

**Day One–15 Minutes**

Tell the students they will be writing themselves a letter based on the points which are listed on the board (or on a dittoed page) for each student. Some of the following points may be incorporated into the letters:

1. Name things you like to do
2. Name things you would like to learn to do
3. Name things you do well
4. Name things you can't do
5. Name things boys do that girls don't usually do
6. Name things girls do that boys don't usually do
7. Make a list of "favorites"; school activity, home activity, book, TV show, song, movie, actress, actor, place to go, food, friend, etc.
8. Select a job that you would like to hold someday and list three skills required for that job.

The letter is private–no one but the writer will read



the letter. Collect the letters and put them away for safe keeping.

**Day Two–15 Minutes**
After several months, or at the end of the school year, the students are instructed to write themselves a letter based on the same points that were used when writing the first letter. Again, have the points listed on the board or on a dittoed page for each student.

**–10 Minutes**
After the second letter has been written, discuss how experiences, school, TV, friends, etc., affect people and their attitudes. Once the students are in a frame of mind to look for change and growth, distribute the first letter and ask the students to compare the two letters. Ask them to look carefully at the two letters to see if they have changed some of their ideas.

**OBJECTIVES:**

1. to develop comparison/contrast skills
2. to develop discussion and reasoning skills
3. to increase awareness that tasks should be assigned and carried out by ability and willingness, not by sex

**ACTIVITY**

**Day One–15 Minutes**

Divide the class into six groups: two all female, two all male and two mixed. Have each group select a recorder and supply them with large pieces of paper. Have each group compile a list of tasks usually associated with males (about 5 minutes). Have each group compile a list of tasks usually associated with females (about 5 minutes). Display the lists around the room.

**Day Two–15 Minutes**

Discuss the lists. Suggested questions:

1. How do the lists differ? How are they the same?
2. Can a boy accomplish the tasks on the girls' lists?
3. Can a girl accomplish the tasks on the boys' lists?
4. How many people in this class do the tasks on both lists?
5. Are there some tasks that some people think you should do just **because** you are a boy or girl?
6. Why do you think you chose the tasks you did for girls? For boys?

The teacher should be aware of any pattern that might emerge in the single sex groups. Are activities for girls related to the home? Keeping clean? Doing light physical work? Are activities for boys related to the outdoors? Do their tasks involve physical strength and muscular exertion? Is it permissible for a boy to get dirty doing a job, but not a girl?

**OBJECTIVES:**

1. to expand the occupational perceptions of students
2. to practice creative skills
3. to decrease sex role stereotyping

**ACTIVITY**

Put a list of job titles on the board, for example:

1. Cannery Worker
2. Crime Lab Technician
3. Logger
4. Jeweler
5. Tour Guide
6. Camera Technician
7. Journalist
8. Baker
9. Scientist
10. Clown

**Day One–15-25 Minutes**

Discuss each job on the board. What are the requirements of the job? Where do the people work? What skills and abilities are required to do the work? the teacher should avoid using male and female references when discussing the jobs.

Have each student select one job title and draw a picture of a person doing that job and/or write a short paragraph about a day on the job. Display the pictures and/or paragraphs around the room.

**Day Two–15-20 Minutes**

Go down the title list and see by a show of hands how many students chose each one and why? In the picture, were men or women shown doing the work? How often was the sex of the drawing different from the sex of the student?

Can women now hold jobs that men have usually held in the past? Can men now hold jobs that women have usually held in the past? Have some students read their paragraphs. The teacher should note carefully that students described a day on the job.

**OBJECTIVES:**
1. to expand occupational perceptions
2. to utilize composition skills
3. to decrease sex role stereotyping

Reproduce the series of stick figures on the back of this card or prepare similar ones to be used by the class.

**ACTIVITY**

**Day One–20 Minutes**

1. Have each student select one of the stick figures shown on the handout and give the figure a name and a job title.
2. Have each student write a paragraph about a day on the job that they have chosen for the stick figure.

Place the paragraphs around the room.

**Day Two–15-20 Minutes**

Ask students to volunteer to read their paragraphs and explain their job selections.

How many boys chose the figure with the baby? Did students who chose this figure describe full-time homemakers, a parent after work, a nurse, doctor, babysitter, etc?

How many girls chose typing? How many boys? Was the worker seen as a secretary, a journalist, an author, someone writing a letter to a friend or a student doing a paper?

It is very important for the teacher to listen carefully to the paragraphs. The directions should clearly state that the writing section of this activity is to describe a day on the job they have chosen. Do girls describe work or house-family related matters? In the paragraphs written by boys, do they describe work or house-family related matters? Do girls ascribe traditional female roles to the stick figures? Do boys ascribe traditional male roles to the stick figures?

# LETIN BOARD—
# HE WORLD OF WORK

**OBJECTIVES:**

1. to expand occupational perceptions
2. to expand vocabulary
3. to decrease sex role stereotyping

Have students bring magazines and newspapers from home to use for this activity.

**ACTIVITY**

**Day One–**
**15 Minutes**

Have students cut out pictures showing people doing different kinds of jobs, and glue them on construction paper for use on the bulletin board. Older students could select 3-5 pictures and write the job title underneath each.

**Day Two–10 Minutes**

Go over the pictures on the bulletin board and arrive at a job title for each. Older students could describe the work the person does.

**Day Three–15 Minutes**

Pick out some of the pictures and ask the class to give the job title and the skills required to perform the job. (NOTE SKILLS ARE NOT BASED ON SEX.) If a woman is shown, ask the class if a man could do this job. If a man is shown, ask if a woman could do this job. Count the number of pictures on the bulletin board which show female workers and the number of male workers. Place the ratio of male workers to female workers on the board. Ask the class, by a show of hands, how many of their mothers work outside the home and how many of their fathers work outside the home. Place this ratio on the board. Does this class ratio represent what was depicted in the pictures on the bulletin board?

In the event pictures of non-traditional workers are not available in the magazines or newspapers, have the students draw pictures in order to present a wider variety of role models in The World of Work.

**OBJECTIVES:**

1. to utilize graphing skills in a research activity
2. to distinguish facts from generalizations
3. to decrease sex role stereotyping

**ACTIVITY**

Complete a survey on a certain subject and have the students use their graphing skills to show the results. Some of the areas that could be graphed are: sports, arts and crafts, home-making skills, and musical instruments. Examples for students to follow in order to collect information for comparison graphing:

**Subject: Football**

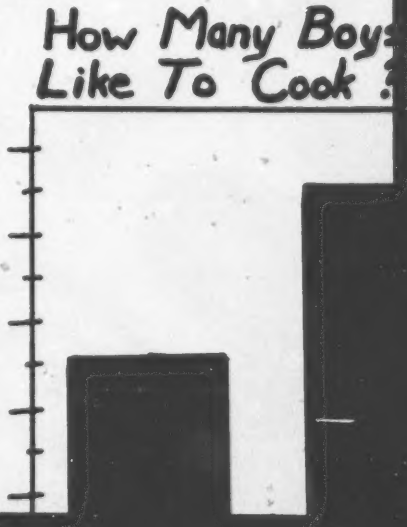
Gather data concerning:

1. How many girls play football?
   How many girls play football with boys?
   How many girls can't play football?
   How many girls like to play football?
   How many girls would like to learn to play football?
2. How many boys play football?
   How many boys play football with girls?
   How many boys can't play football?
   How many boys would like to play football?
   How many boys would like to learn to play football?

**Subject: Basic Skills**

Gather data concerning:

1. How many boys cook at home?
   How many boys know how to cook?
   How many boys can't cook?
   How many boys like to cook?
   How many boys would like to learn to cook?
2. How many girls cook at home?
   How many girls know how to cook?
   How many girls can't cook?
   How many girls like to cook?
   How many girls would like to learn to cook?




**Subject: Hobby and Work**

Gather data concerning:

1. How many people know how to use a

hammer and nail?

How many people can't use a hammer and nail?

How many people would like to learn how to use a hammer and nail?

By collecting and organizing data, people can make clear decisions based on facts rather than generalizations.

**OBJECTIVES:**
1. to become aware of the concept of lifetime sports
2. to question the division of "boy" games and "girl" games
3. to decrease sex role stereotyping

To be physically fit is an admirable goal for all people. In the past, males and females were encouraged to participate in separate physical games and activities. With current trends in legislation and values, the concept of lifetime sports is gaining favor for both females and males. The following activity encourages students to look at physical involvement in a variety of sport activities with both males and females.

**Day One–20 Minutes**

Divide the class into six groups: two all female, two all male, and two mixed. Give each group 5 minutes to list as many "boy" games as possible. Give each group 5 minutes to list as many "girl" games as possible. Ask each group to look over both lists and discuss among themselves: (1) Why certain games appear on one list but not on the other? (2) Do some girls do well at some of the games listed on both lists? (3) Do some boys do well at some of the games listed on both lists? (4) Are there really "boy" and "girl" games?

Display the lists generated by the students around the room.

**Day Two–20 Minutes**

As a class, discuss the concept of lifetime sports. Have the students meet in their groups and give them 10 minutes to take the two lists they generated during Day One and compile a list of games in which all people might choose to participate over their lifetime in order to stay physically fit. Have each group report to the class the games or activities they selected.

An outgrowth of this activity might be the designation of some games or activities in which the students would like to participate as a group or singularly.

**OBJECTIVES:**

1. to become aware of generalizations which are made on the basis of sex
2. to become aware that characteristics are learned
3. to decrease sex role stereotyping

**Day One–20 Minutes**

Have each student:

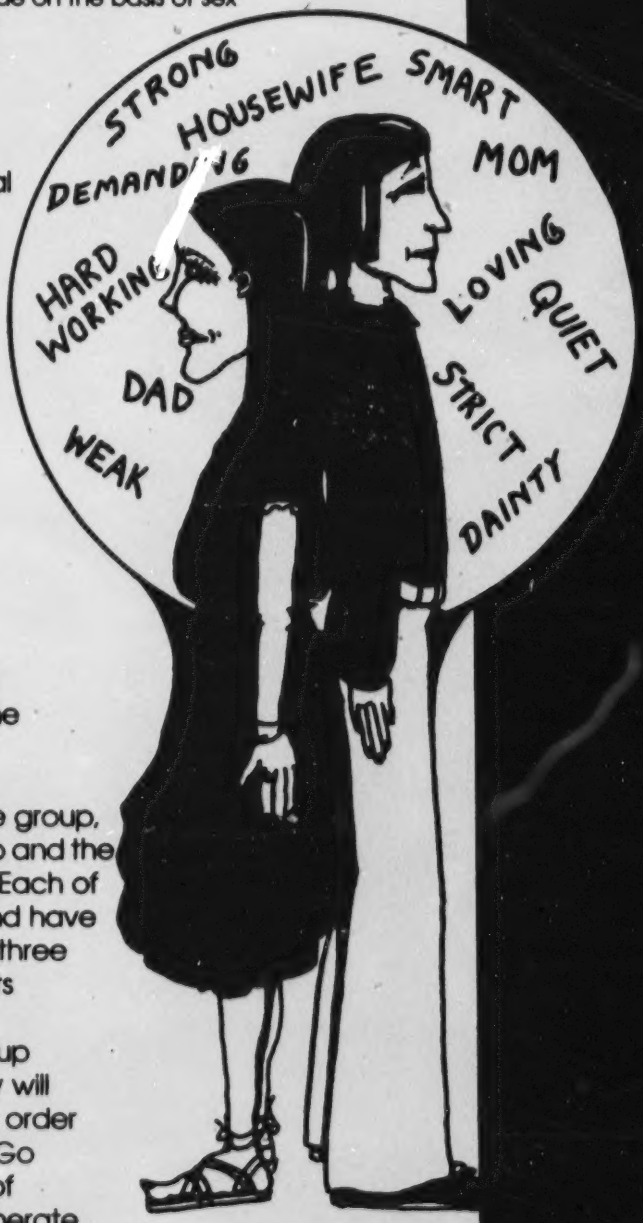
make a list of five characteristics the typical male would have.

make a list of five characteristics the typical female would have.

Divide the class into six groups, two all female, two all male, and two mixed. Each of the six groups should select a recorder. Instruct the students in each of the groups to share their five characteristics for the **typical female** and come to an agreement among the group on eight characteristics.

Have the students in each of the groups share their five characteristics for the **typical male** and come to an agreement among the group on eight characteristics.

Have the two female groups join to form one group, the two male groups form to make one group and the two mixed groups form to make one group. Each of the three groups should select a recorder and have large sheets of paper to write on. Within the three groups the students will: (1) share their two lists of eight characteristics for the **typical male** and come to an agreement among the group members on eight characteristics which they will list on a large sheet of butcher paper in rank order (number one being the most important). (2) Go through the same process with the two lists of **typical female** characteristics and finally generate



one list on butcher paper in rank order. Display the student generated lists around the room.

**Day Two–20 Minutes**

Place the three large sheets of female characteristics, as prioritized by the three student groups, in front of the class. Compare the lists for similarities and differences. Did the sex of the group choosing the characteristics seem to have an effect on the choices that were made? Or the rank order? Using the three lists, have the class as a whole decide on a list of eight characteristics that are typical for a female.

Place the three large sheets of male characteristics as prioritized by the three student groups in front of the class. Compare the lists for similarities and differences. Did the sex of the group choosing the characteristics seem to have an effect on the choices that were made? Or the rank order? Using the three lists, have the class as a whole arrive at the list of eight characteristics that are typical for a male.

Look at the two master lists just compiled. Do you think that all females and all males are born with these characteristics? Do we learn characteristics? Where do we learn characteristics? Do the people you like only have the characteristics listed on either the male or female list? What are the common items on both lists? Do you think labeling characteristics "female" or "male" is helpful? Could it be harmful to label characteristics?

What would a list of characteristics for a "typical" person look like? Have the class compile a list of eight characteristics for the "typical" person, placing the characteristics in rank order.

It is important to reinforce students for people characteristics. Labeling places unnecessary limits on the potential of the student to develop those skills and abilities that will bring the greatest rewards to her/him.

**OBJECTIVES:**
1. to utilize writing skills
2. to heighten student awareness of potential sex-free roles
3. to decrease sex role stereotyping

**ACTIVITY**

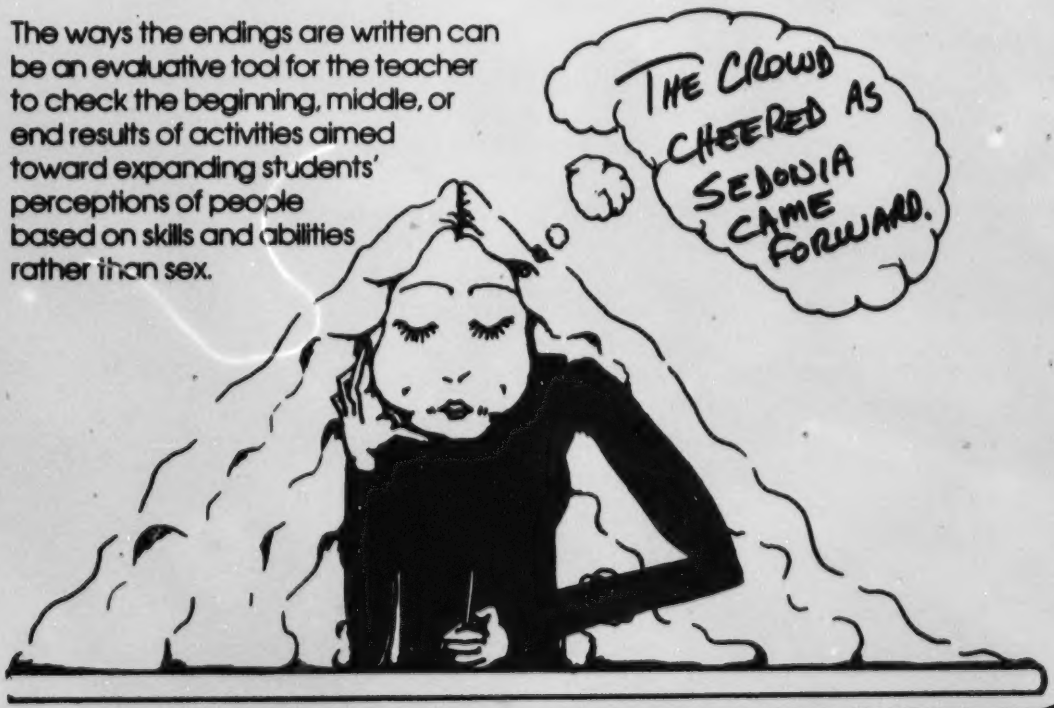
**Day One–20 Minutes**

Read the story on the back of this activity card to the class or reproduce it for the students to read individually. As you will notice, the story is not complete. Once the story has been read, the students are directed to write an ending of their choice. Place the endings written by the students around the room.

**Day Two–20 Minutes**

Ask for volunteers to read the endings they have written. The teacher should be sensitive to differences between endings written by females and males. In how many endings does Sadonia win? Did males or females write the ending? In how many endings does Sadonia lose? Did males or females write the ending? In how many endings is there a tie or other situation that affects Sadonia and her freedom? Did females or males write the endings?

The ways the endings are written can be an evaluative tool for the teacher to check the beginning, middle, or end results of activities aimed toward expanding students' perceptions of people based on skills and abilities rather than sex.



# SADONIA

Once upon a time in the land of WASH there lived a princess named Sadonia. She stood straight and tall, she could run like the wind and jump like a deer. Sadonia also liked music and was wise in all matters of people and business. Now Sadonia was not known for her physical beauty, but was truly loved for herself, as she was a real person with many fine traits.

One day Sadonia's father, the King, came to her and said, "Sadonia, I have decided that you should marry so I can train your husband to care for the Kingdom." Sadonia looked her father straight in the eye and said in a quiet, firm fashion, "Father, I am not ready to marry, and feel that I have the skills required to care for the Kingdom. I would like you to share your wisdom with me." "Sadonia," said the King as he laughed loudly, "where did you get your strange ideas? Tradition dictates that a man care for the Kingdom, it has always been that way. Because I have no sons, you must marry." Then the King stopped laughing and said in a quiet voice, "I know you have the skills, Sadonia. You have the mind and the heart for the job, but alas, you are only a female, what would people think? No, I shall have to find you a suitable husband."

For hundreds of years now it had been the custom in the land of WASH for the position of prince to be advertised in a news bulletin and final selection to be made through athletic competition. No one remembers why. The news bulletin was prepared, according to custom, by the royal print shop and distributed far and wide. The athletic competition would include three events: (1) low hurdles, (2) sprint, and (3) broad jump.

Now Sadonia was wise in many ways and prepared an initiative petition to allow her to compete in the athletic competition. Her petition clearly stated that if she was the winner, the King would share his wisdom with her as the person who would care for the land of WASH when the time came, and that she would be able to marry when and if she wanted.

Sadonia rode about the countryside gaining signatures on her petition. When her petition was signed in sufficient number she presented the document to her father. With the large number of signatures on her petition, the King agreed to let Sadonia participate in the competition, that was the law of the land.

There were three weeks to prepare for the athletic competition and Sadonia put together an appropriate training schedule. Quite naturally others were also practicing in order to win the princeship and eventually care for the land of WASH.

The day of the competition finally arrived. Sadonia was ready. The stadium bulged at the seams with spectators as the first call for the low hurdles was announced.

OBJECTIVES:

1. to heighten awareness of what history is
2. to include female participation in constructing current history
3. to decrease sex role stereotyping

We know that for a variety of reasons women's accomplishments are not recorded in widely used social studies textbooks. It is very difficult for us to do much about past history. But history is being made today. Each member of the class is a part of a history, and sees history occurring each day.

ACTIVITY

**Day One–10 Minutes**

Discuss with the class what history is. "History" is a recollection of facts and circumstances that one or more persons thought was important to record for others to remember. Point out some major events in the social studies texts as examples of what one or more persons felt was important to have students know.

Discuss the point that history also deals with the present, and that history is taking place around us now. Each person in the classroom is a part of our class history, our school history, our city history, our state history and our national history. All of us are making history every day of our lives, and we can have a part in determining what the future history will look like by the actions that we take.

**–15 Minutes**

Divide the class into six groups: two all female, two all male and two mixed. Have each group select a recorder and provide the group with a large piece of paper. Have each group make a list of topics that they would include in a history chapter about America in 1976. Each group can identify as many or as few topics as they chose. Each topic selected must have a reason for being on the list and each group will have the opportunity to report to the class what their history chapter contains and why each topic was chosen. Place the lists the students generate around the room.

**Day Two–15 Minutes**

Have each of the six groups report back to the total class the topics they chose to appear in their history chapter, and the reasons for selecting each of them.

Are their similarities between the topics listed by each group? Are there differences between the topics listed by the groups that perhaps would have occurred by virtue of some groups being composed of only one sex?

It is important for the teacher to note if students include both males and females in the topic listings. Presumably, if all students see themselves as individuals that have worth and as members of positive groups, their history chapter would reflect a broad participation of both sexes.

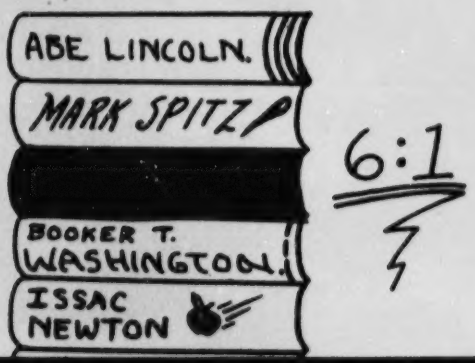
**OBJECTIVES:**
1. to experience division of labor
2. to use letter composition skills
3. to decrease sex role stereotyping

Students learn many things from classroom materials. One very clear message that is transmitted covertly to students is sex role stereotyping. In order to provide each student opportunity to reach her/his potential, the disrupting factor of sex role stereotyping must be recognized and disarmed. One constructive method to accomplish this objective is to have students look at the textbooks used in the classroom to see how females and males are presented. This project could extend the length of the school year, observing all major curriculum materials or focusing on only a few.

**ACTIVITY**

**Day One–15 Minutes**

Select textbooks that will be reviewed. Assign ten students to each text with the following responsibilities:




Two students:
(a) count and record on a sheet of paper the number of females pictured in the first half of the textbook.
(b) count and record on a sheet of paper the number of males pictured in the first half of the textbook.

Two students: same as tasks above, only use LAST HALF OF THE TEXTBOOK.

Two students:
(a) count and record on a sheet of paper the number of pictures where more females than males are shown in the first half of the textbook.
(b) count and record on a sheet of paper the number of pictures where more males than females are shown in the first half of the textbook.

Two students: same as tasks above, only use LAST HALF OF THE TEXTBOOK.

Two students:
(a) count and record the number of stories listed in the Table of Contents where only female names appear.
(b) count and record the number of stories listed in the Table of Contents where only male names appear.
(c) count and record the number of female names listed in the Index.
(d) count and record the number of male names listed in the Index.

Once each group of ten students has accomplished their count-and-record tasks, have them meet and compile their information on an analysis sheet (example is on the next page). Display the analysis sheets around the room.

**Day Two–10 Minutes**
Discuss the results of the information collected during Day One activity. Did some books present more males than females in the stories and pictures? Were there any books which pictured more females than males? How would you change the textbooks to better represent females and males?

**Day Three–15 Minutes**
Have the students meet in their Day One Groups. Each group should select a recorder. Each group will compose and write a letter to the publisher of the book they reviewed indicating the results of their textbook analysis and provide suggestions for improving the text in order to present a better representation of females and males.

This project could extend to library books and films as well as standard textbooks.

## TEXTBOOK ANALYSIS

Name of material _____ Subject matter _____

Copyright date _____ Date reviewed _____

Publisher _____ Number of pages _____

Number of males shown in material _____

Number of females shown in material _____

Number of pictures where more males than females appear _____

Number of pictures where more females than males appear _____

Number of titles listed in the Table of Contents which indicate male references only _____

Number of titles listed in the Table of Contents which indicate female references only _____

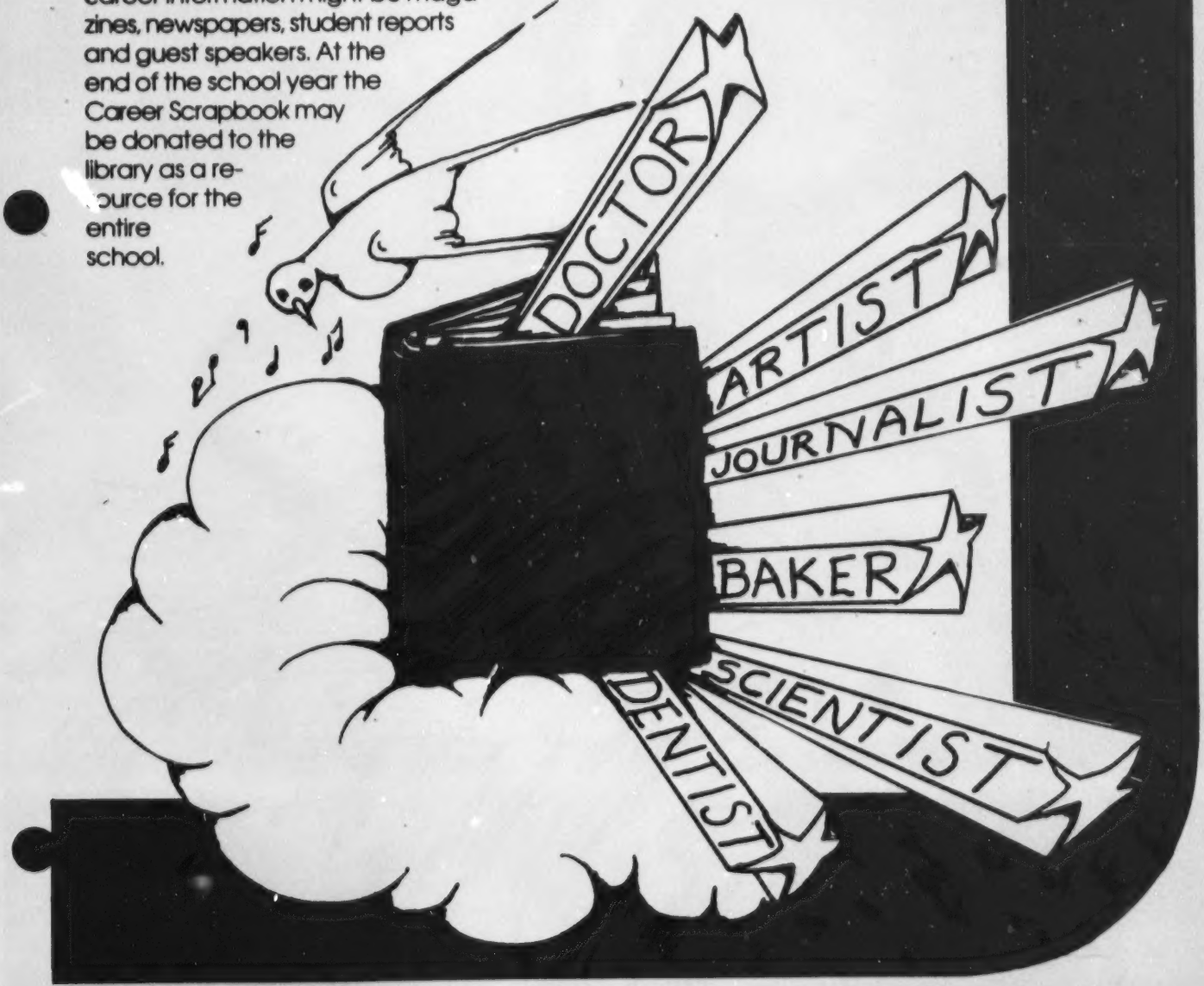
Number of female names listed in the Index _____

Number of male names listed in the Index _____

**OBJECTIVES:**

1. to expand occupational perceptions of students
2. to decrease sex role stereotyping

The purpose of the Career Scrapbook is to help students become aware of the wide range of skills that people possess and the many careers where those skills might be used. It is important that the information which is placed in this scrapbook be free from sex role stereotyping. Different careers and the skills needed to perform a variety of jobs should be highlighted so both females and males can see themselves performing tasks matched to their skills and abilities. Responsibility for maintaining a Career Scrapbook should be rotated among class members throughout the year. Sources of career information might be magazines, newspapers, student reports and guest speakers. At the end of the school year the Career Scrapbook may be donated to the library as a resource for the entire school.



**OBJECTIVES:**

1. to improve listening skills
2. to increase awareness of the roles women perform.
3. to decrease sex role stereotyping

**ACTIVITY**

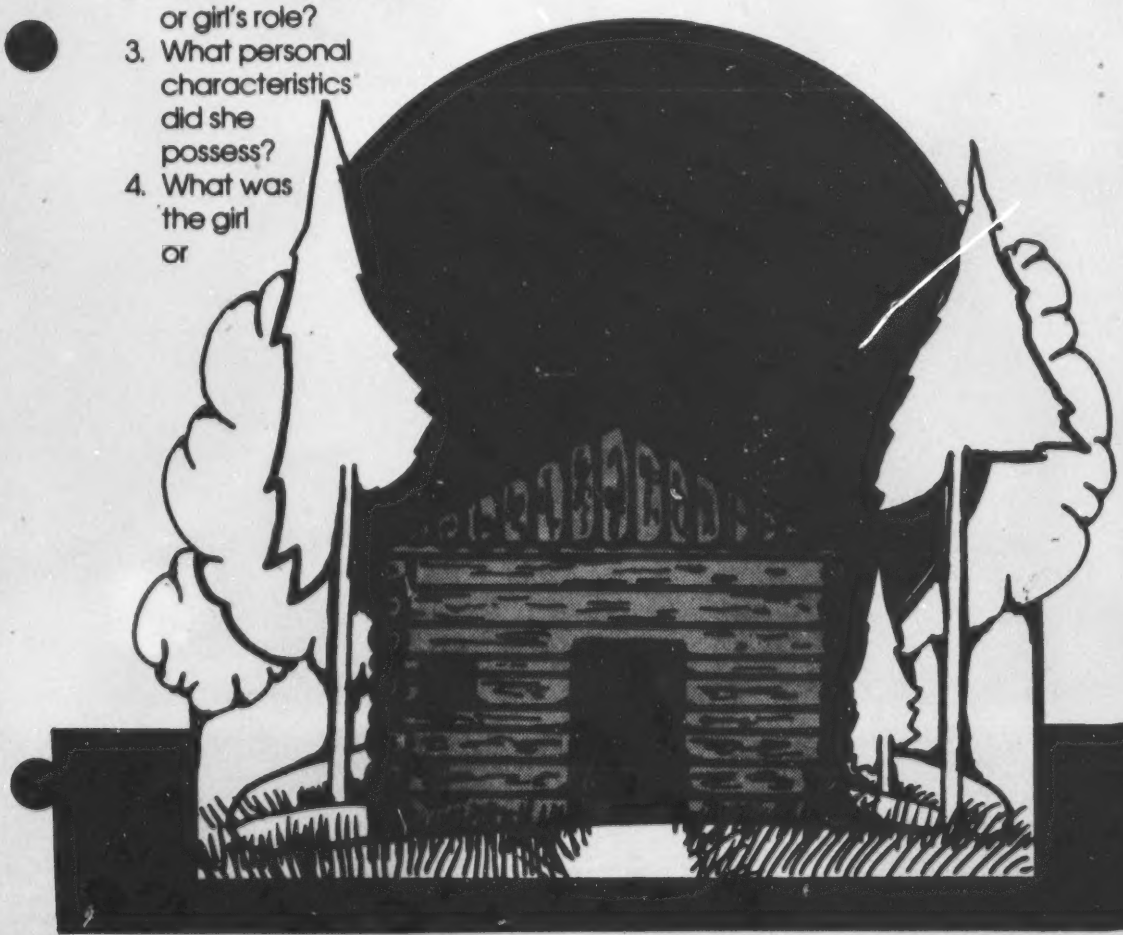
Select several children's short stories which feature females in earlier times to read to the class over a period of several days or weeks.

**Day One–15-20 Minutes**

Before reading the story, ask the students to listen very carefully to the story you are about to read because you will be asking them what jobs and duties the females performed and what kind of people the women seemed to be.

After the story or segment of the story has been read, use the following questions to direct a discussion:

1. What job did the woman have? What was the job's name?
2. What was the woman or girl's role?
3. What personal characteristics did she possess?
4. What was the girl or



woman like as a person?

5. Are the activities talked about in the story very much like our life today?
6. Have things changed much for people since this story was written? Give some examples to support your answer.

Bring closure to the activity by summing up the general tone from the discussion or calling on a student(s) to make some summary statements.

# A DAY OF LANGUAGE REVERSAL

OBJECTIVES:

1. to explore the implications of using exclusive male language patterns
2. to decrease sex role stereotyping

ACTIVITY

Day One

As a class project, reverse all pronouns and word usage, whether in reading or speech, which depict the sex of the person. Substitute "She" for "He" and female words for all inclusive generic terms for people, i.e., use "womankind" instead of "mankind." The teacher should make a special effort to impress upon students that the female terms which are used to mean everybody–**really mean everybody!**

Day Two

Discuss how the use of the reverse words made people feel. Did certain students feel left out because the words to depict females were used more often, even though students were told that the words mean everybody? Did certain students feel somewhat better to be included in the language on a regular basis? Are the words we use important? Do we need to be concerned with clearly identifying who we are talking to–students, just boys, just girls, or people in general? Should new pronouns be established to be more inclusive of everyone?

**OBJECTIVES:**
1. to be aware of how advertising indicates whether a boy or a girl should use the product
2. to increase vocabulary
3. to decrease sex role stereotypes

Ask students to bring old newspapers or catalogs, such as Sears, Wards, etc., to school for this activity.

**ACTIVITY**

**Day One–20 Minutes**

Divide the class into six groups: two all female, two all male, and two mixed. Supply each group with scissors, one information source, glue and construction paper. From one informational source, ask each group to cut and paste pictures of toys, games and room furnishings (including descriptive captions and words used to sell the item) on construction paper.

**Day Two–20 Minutes**

Have each group of students look at the items pasted on the construction paper during the Day One activity. Have the group come to a consensus as to whether the item, as advertised, is meant to be used by a boy, a girl, or both a girl and a boy. Once all of the items on the paper have been discussed, have the group decide if both boys and girls might not enjoy using or having some or all of the items. Spend the last 5-8 minutes of this activity with a full class discussion about some of the things they have discussed in their individual groups. The discussion should be focused toward accomplishing the task outlined for day three.

**Day Three–20 Minutes**

Each student group should select a recorder and have three large sheets of paper. Have each student group select three items from those pasted on the construction paper and write a new advertisement for each item. This will include a drawing and new descriptive information. The new advertisements should clearly indicate that the items could be used and enjoyed by both a girl

or a boy. Display the new advertisements around the room.

**Day Four–20 Minutes**

Each student group is assigned the task of composing a letter to the information source (i.e., publisher of the newspaper or catalog store) from which the three items were taken. Indicate in the letter the work that was done in class by the student groups and enclose the suggested rewritten advertisement which the group produced.

**OBJECTIVES:**
1. to use data collection skills
2. to use writing skills
3. to decrease sex role stereotyping

**ACTIVITY**

**Day One–10 Minutes**

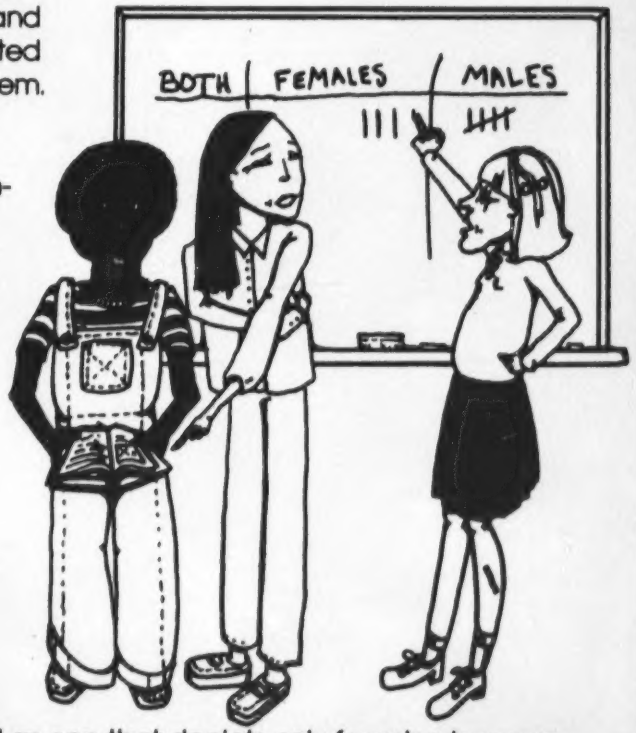
Divide the class into six groups. Assign each group a certain number of pages in the math text. Each group will further divide their pages among themselves. Each student, using a data collection form (an example of a form is on the back of this activity card) will record each story problem within the assigned pages which depicts only males, and list the activity of each story problem.

EXAMPLE: Bill has 42 cents and wants to buy a comic book for 50 cents. How much more money does Bill have to earn?

This story problem would be counted as one that depicts only males, because only Bill was mentioned, and buying comic books would be listed as the activity of the story problem.

Each student will record each story problem within their assigned pages which depicts only females, and list the activity of the story problem.

EXAMPLE: Nancy paid 27 cents for lunch on Monday, 19 cents on Tuesday, and 24 cents on Wednesday. How much money did Nancy spend on lunches?




This problem would be counted as one that depicts only females, because

only Nancy was mentioned, and buying lunches would be listed as the activity of the story problem.

Each student will record each story problem within their assigned pages which depicts both females and males, and list the activity of the story problem.

**Day Two–10 Minutes**

Have each of the six groups select a recorder. The students in each group will report the information on their survey forms to the recorder. This will result in one completed survey form for each group which contains data for the group's assigned pages.

Have the students in each group look at the numerical counts for each of the three groups on their survey form:

How many problems were counted in the "only male" group?
How many problems were counted in the "only female" group?
How many problems were counted in the "both female and male" group?

Do each of these groups have about the same number of story problems? Is there a greater number of problems in one of the groups? If, for example, the "only male" group has a greater number of story problems, then some of those story problems should be changed to depict "only females" or "both female and male". After looking at the data, the student groups should decide how many story problems need to be rewritten to make the number of story problems more balanced in the three areas.

**Day Three–20 Minutes**

Discuss with the class the necessity of changing some of the activities of the story problems in order to create a balance between the kinds of activities in which females and males are involved.

Give an example of how a story problem could be changed, i.e., change the male name to a female name.

Have each group meet and rewrite story problems to create a balance in number and kind of activities in which females and males are involved.

**Day Four–10 Minutes**

Have each group report to the class their findings from the Day One activity–counts and different subject areas. Have each group read two story problems they rewrote on Day Two. Have the students turn in all the newly written problems and use these when students are working in that section of the book.

## SURVEY OF STORY PROBLEMS IN MATH BOOK

Name of Student _____

Name of the math book _____

Publisher _____ Copyright date _____

Survey is from page _____ to page _____.

Number of story problems that depict only males: _____

What activities do these story problems describe? _____

_____

_____

Number of story problems that depict only females: _____

What activities do these story problems describe? _____

_____

_____

Number of story problems that depict both females and males: _____

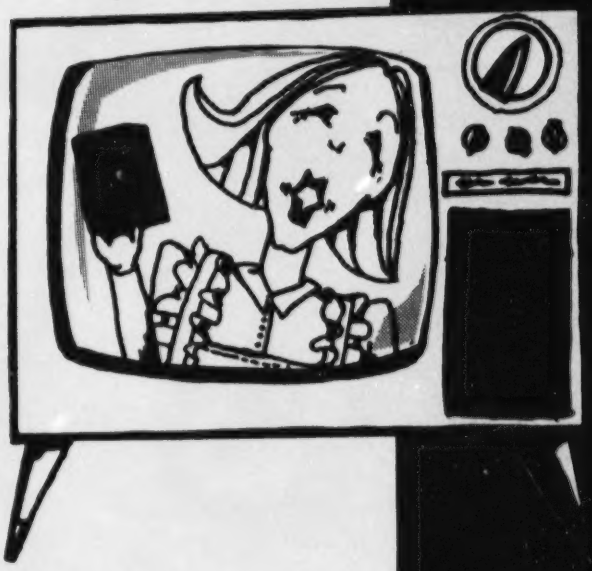
_____

What activities do these story problems describe? _____

_____

**OBJECTIVES:**

1. to utilize information gathering techniques for a research project.
2. to detect the role model(s) provided in each of the four top television programs selected by the target audience.



The television set provides people with a vast resource of role models which viewers have the power to select or reject. This research project will report the favorite television programs of selected audience(s) and determine the role models provided to the viewer in each of the programs. In addition, the activity could encourage students to look at their own television viewing habits to see if sex role stereotyping or limited options are offered in the role models portrayed in the programs they most often select.

**ACTIVITY**

**Day One–20 Minutes**

1. Introduction of the research project.
2. Decide which viewing audience will be surveyed.
3. Decide on a survey instrument (suggested model on back of this card).
4. Assign tasks to accomplish the survey.
5. Survey form is reproduced.
6. Students complete survey, collect data from the target viewing audience.

**Day Two–20 Minutes**

7. Determine the four top television programs viewed by the:
   a. males in the target audience.
   b. females in the target audience.
   c. combined target audience.

**Day Three–20 Minutes**

8. Discuss with the class the meaning of role models.
9. Decide on a viewing survey to record role models (suggested model on back of this card).

**Day Four–5 Minutes**

10. Assign more than one student to watch each of the four top television

## FAVORITE TELEVISION SHOW SURVEY

NAME OF INTERVIEWER_____ DATE _____

TARGET VIEWING AUDIENCE _____

CIRCLE SEX OF PERSON BEING INTERVIEWED: M F

My first favorite television show is: _____

I like it because _____

_____

My second favorite television show is: _____

I like it because _____

_____

My third favorite television show is: _____

I like it because _____

My fourth favorite television show is _____

I like it because _____

## ASSESSING ROLE MODELS IN TELEVISION PROGRAMS

NAME OF SHOW_____ TIME OF DAY FOR SHOW_____

SHOW IS SEEN ON CHANNEL_____ FAVORITE SHOW OF _____GROUP

List the main characters by name, job and sex:

List the activities the main characters perform:

List where and when most of the activities take place:

FORM COMPLETED BY_____ DATE _____

shows selected by: (1) the males, (2) the females, and (3) the combined audience. Each student is given one or more survey sheets to record data.

11. Students watch the television show(s) assigned and record data.

**Day Five–20 Minutes**

12. Have students who watched the same television program meet to compare data and compile, by consensus, one survey form which will represent the views of that group based on the collected data.

**Day Six–20 Minutes**

13. Have the students meet again in the same groups as Step 12 and select a spokesperson to report to the class the findings on the consensus survey form. After each group reports, the class should have the opportunity to discuss the variety and depth of role models provided by the television show.
14. Reproduce each of the compiled survey sheets, one set for each group, male, female and combined.

**Day Seven–20 Minutes**

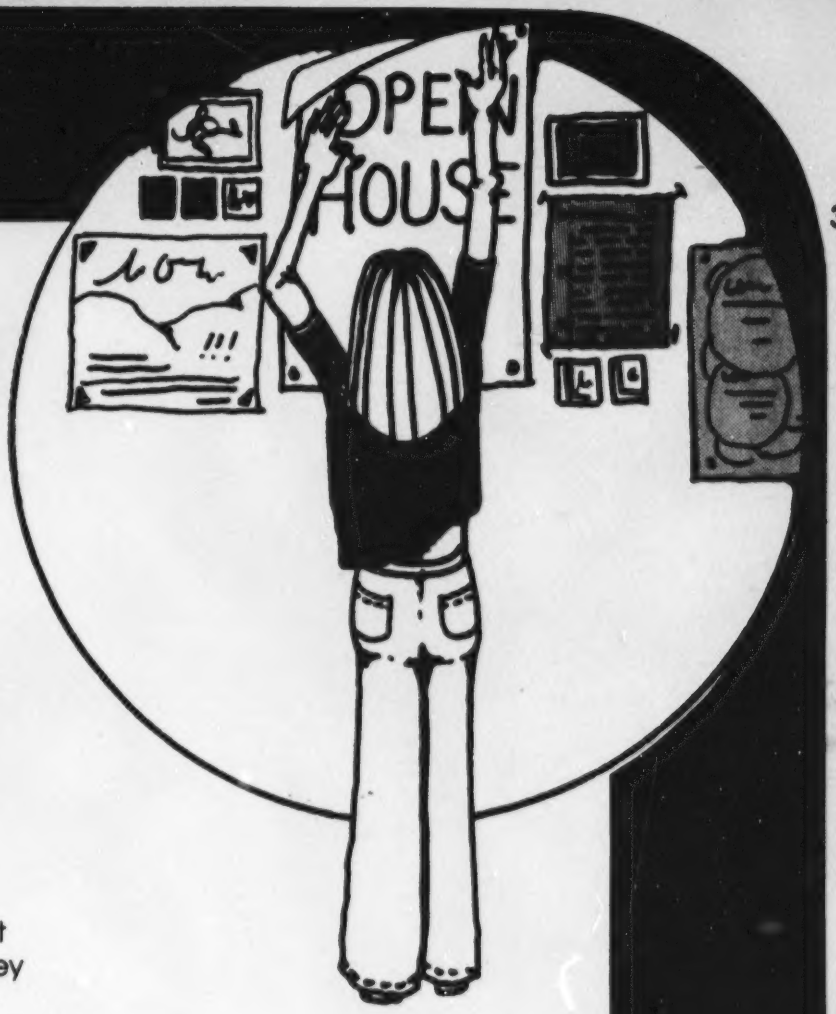
Have students meet in groups: group (1) programs viewed by target male audiences, group (2) programs viewed by target female audiences and group (3) programs viewed by combined target audiences.

15. Have each group look at the role models provided in the four favorite television programs on each of the summary sheets and report in a written form:
    a. the number of male role models provided
    b. the number of female role models provided
    c. the jobs or occupations of the male role models
    d. the jobs or occupations of the female role models
    e. determine whether the role models reflect reality or fantasy and give reasons for the decision
    f. What activities are the female viewers encouraged to do as a result of watching this program?
    g. What activities are the male viewers encouraged to do as a result of watching this program?

**Day Eight–20 Minutes**

16. Based on the information gathered, write a letter to each of the television stations involved and indicate the positive and negative aspects of the role models provided on the particular program. Offer any corrective suggestions that you might have.

# A Teaching Experience to Display Examples of Learning:




## OPEN HOUSE

OBJECTIVES:

1. to define some of the skills and abilities needed to plan an open house
2. to share outcomes of class activities with a specific group
3. to decrease sex role stereotyping

ACTIVITY

Have the students organize an OPEN HOUSE to display and present the ideas and knowledge areas they have been covering in the class to their families or other specific groups.

Delegate as much of the responsibilities for organizing the OPEN HOUSE to the students as possible. The skills and abilities that are required to plan an OPEN HOUSE are identified, modeled and experienced by students. These same skills can be emphasized by relating them to a wide variety of jobs.

# DEFINITION OF TERMS

So that the user will understand the frame of reference, the following terms are identified:

*Work – is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

*Career – is the totality of work one does in his or her lifetime.

*Education – is the totality of experiences through which one learns.

*Career Education – is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.
(* From **An Introduction to Career Education**, a policy paper of the U.S. Office of Education, 1974)

**Duty – any action, task, etc., required by or relating to one's occupation or position.

**Model – a person or thing considered as a standard of excellence to be imitated.

**Responsibility – refers to a particular task, trust, etc., for which one is accountable or answerable.

**Role – a function or office assumed by someone.

**Sexism – the economic exploitation and social domination of members of one sex by the other, specifically, of women by men.

**Skill – great ability or proficiency; expertness that comes from training, practice.

**Stereotype – a fixed or conventional notion or conception, as of a person, group, idea, etc., held by a number of people, and allowing for no individuality, critical judgment, etc.

**Tradition(al) – a long-established custom or practice that has the effect of an unwritten law; any time-honored practice.

(** From **Webster's New World Dictionary**, 2nd college ed., 1972)

A continuous effort on the part of the educator is needed to make sure that the variety of available job choices is not restricted for students on the basis of sex.



Due to the assumptions that women will marry and care for a home and family, and that men will work, the reality of work outside the home is neither anticipated nor reinforced for a large percentage of female students.

FOURTEEN FACTS ON WOMEN WORKERS *

1. Nine out of ten females will work outside the home at some time during their life span.
2. A majority of women work because of economic need. About three-fifths of all women workers are single, widowed, divorced, or separated, or have husbands whose earnings are less than $7,000 a year.
3. More than 36 million women are in the labor force; they constitute nearly two-fifths of all workers. About 4.7 million women of minority races are in the labor force; they constitute more than two-fifths of all minority workers.
4. More than half of all women 18 to 64 years of age are workers.
5. About three-tenths of all women workers hold part-time jobs.
6. Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade.
7. Labor force participation is highest among women 18 to 24 and 35 to 54 years of age; the median age of women workers is 35 years.
8. The more education a woman has, the greater the likelihood she will seek paid employment. Seven out of ten women 45 to 54 years of age with 4 or more years of college are in the labor force.
9. The number of working mothers (women with children under 18) has increased ninefold since 1940. They now number 13.6 million, an increase of 4.1 million in the last decade.
10. Single women average 45 years in the labor force.
11. If a woman bears children and leaves the labor force for a period of time, she will still average 25 years of work outside the home.
12. The average male worker (marital status unspecified) has a work life expectancy of 43 years.
13. Women are 78 percent of all clerical workers but only 5 percent of all craft workers.
14. Fully employed women high school graduates (with no college) have less income on the average than fully employed men who have not completed elementary school.

* Source: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health, Education, and Welfare, National Center for Social Statistics; and U.S. Department of Labor, Bureau of Labor Statistics. June, 1975.

# USEFUL RESOURCES TO COMPLEMENT COMPENSATORY ACTIVITIES



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**Consciousness Razors,** by Verne Moberg. n. d. $2.50 for 30. Write: N E A, 1201 Sixteenth Street N.W., Washington, D.C., 20036. Leaflet. Stock Number 385-11702.

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